**Assessment Recommendations for**

**Eureka Math *A Story of Units***

**Fifth Grade – Module 1**

**2015-2016**

|  |  |
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Materials based on Eureka Math Version 3.

**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

**4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.

**3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year*.*

**2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

**1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

**Rubrics have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel’s grade scale.**

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Fifth Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 1 Grading Guidance:**

* *Standards 5.NBT.3 and 5.NBT.4 are only assessed in Fifth Grade Module 1.* The remaining standards in this module will be assessed again in later modules. (See checklist on page 3.)
* Item 3 on the Mid-Module Assessment and item 4 on the End-of-Module Assessment assess multiple domains. We recommend scoring item parts separately. Teams may want to quickly calibrate and/or adapt the rubric to better reflect proficiency with the standards assessed. The score sheet has been adjusted to reflect this recommendation. Also consider adjusting the weight of the scores for the domains. (Less weight for domains that are only assessed by one item, more weight for domains assessed with multiple items.)

**Grade 5 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. The shaded boxes indicted standards assessed in Module 1. Some standards may be assessed again in later modules. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 5 MODULES | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 5.OA | 1 |  | X |  | X |  |  |
| 2 |  | X |  | X |  | X |
| 3 |  |  |  |  |  | X |
| 5.NBT | 1\* | X | X |  |  |  |  |
| 2\* | X | X |  |  |  |  |
| 3a\* | X |  |  |  |  |  |
| 3b\* | X |  |  |  |  |  |
| 4\* | X |  |  |  |  |  |
| 5\* |  | X |  |  |  |  |
| 6\* |  | X |  |  |  |  |
| 7\* | X | X |  | X |  |  |
| 5.NF | 1\* |  |  | X |  |  |  |
| 2\* |  |  | X |  |  |  |
| 3\* |  |  |  | X |  |  |
| 4a\* |  |  |  | X |  |  |
| 4b\* |  |  |  |  | X |  |
| 5a\* |  |  |  | X |  |  |
| 5b\* |  |  |  | X |  |  |
| 6\* |  |  |  | X |  |  |
| 7a\* |  |  |  | X |  |  |
| 7b\* |  |  |  | X |  |  |
| 7c\* |  |  |  | X |  |  |
| 5.MD | 1 | X | X |  | X |  |  |
| 2 |  |  |  | X |  |  |
| 3a\* |  |  |  |  | X |  |
| 3b\* |  |  |  |  | X |  |
| 4\* |  |  |  |  | X |  |
| 5a\* |  |  |  |  | X |  |
| 5b\* |  |  |  |  | X |  |
| 5c\* |  |  |  |  | X |  |
| 5.G | 1 |  |  |  |  |  | X |
| 2 |  |  |  |  |  | X |
| 3 |  |  |  |  | X |  |
| 4 |  |  |  |  | X |  |

**Fifth Grade Module 1: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1: Mid-Module Assessment** | | | | | | | | | | |
|  | **Domain** | | | | | **Standards** | | | | | |
| Question | Number and Operations in Base-Ten | | | Measurement and Data | | 5.NBT.1 | 5.NBT.2 | 5.NBT.3a | 5.NBT.3b | 5.NBT.4 | 5.MD.1 |
| 1 | 1 2 3 4 | | |  | |  |  | X | X |  |  |
| 2 | 1 2 3 4 | | |  | | X | X |  |  |  |  |
| 3a | 1 2 3 4 | | |  | |  |  |  |  | X |  |
| 3b |  | | | 1 2 3 4 | |  |  |  |  |  | X |
| 4 | 1 2 3 4 | | |  | | X | X | X | X | X |  |
|  | | |  | | |  |  |  |  |  | | | |
| Domain  Score | Number and Operations in Base-Ten | | | Measurement and Data | | Note: For more information about standards assessed in this module, see back of this score sheet. | | | | | | |
| Total Points |  | | | \*Consider less emphasis on this score in the grade book since it reflects only one item. | |
| Level | 4 | 14-16 pts. | | 4 | 4 points |
| 3 | 10-13 pts. | | 3 | 3 points |
| 2 | 6-9 pts. | | 2 | 2 points |
| 1 | 4-5 pts. | | 1 | 1 point |

Note: The lowest rubric score is 1. Therefore, any student scoring at level 1 for each assessment item will still be assigned 4 points. This translates to a score of 1 in the grade book.

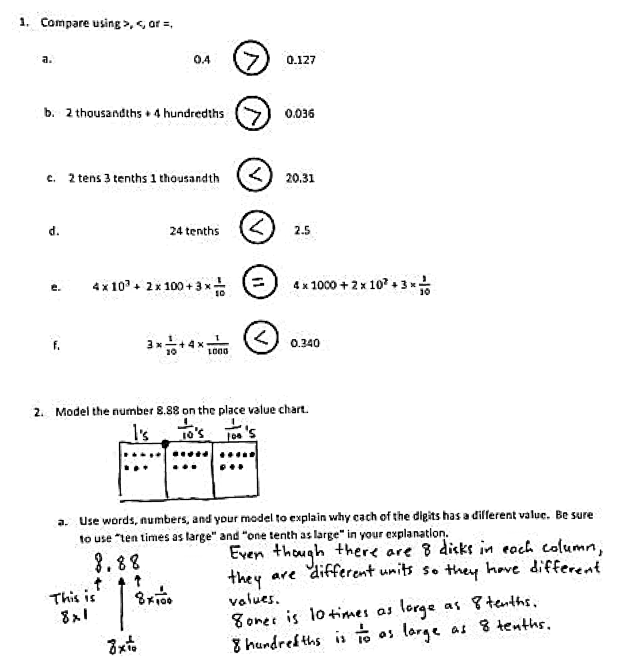
**Fifth Grade Module 1: Mid-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| **Fifth Grade Module 1: Mid-Module Assessment Task (Topics A–C)**  **Clusters and Standards Addressed** |
| **Generalize place value understanding for multi-digit whole numbers**  **5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.  **5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.  **5.NBT.3** Read, write, and compare decimals to thousandths.  a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).  b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.  **5.NBT.4** Use place value understanding to round decimals to any place.  **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |

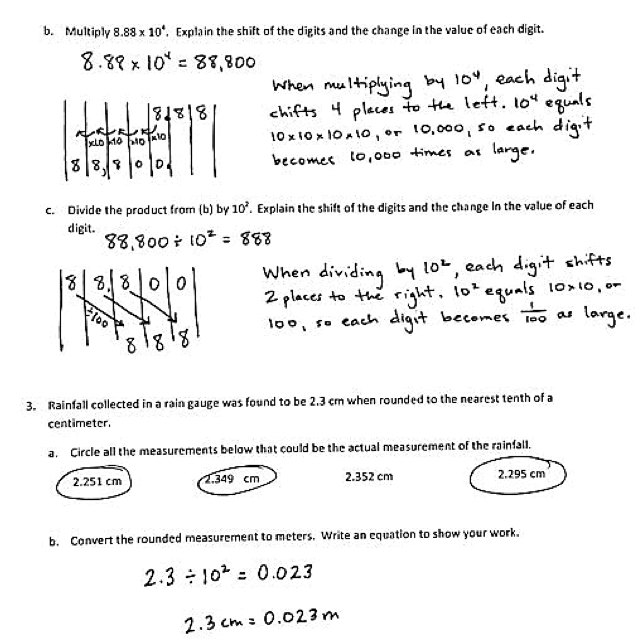
**Fifth Grade Module 1: Mid-Module Assessment Task Rubric**

| **Fifth Grade Module 1 Mid-Module Assessment: A Progression of Learning** | | | | |
| --- | --- | --- | --- | --- |
| **Assessment  Task Item**  **and**  **Standards Assessed** | **STEP 1**  **Little or no evidence of reasoning with an incorrect answer.**  **(1 Point)** | **STEP 2**  **Evidence of some reasoning with an incorrect answer.**  **(2 Points)** | **STEP 3**  **Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.**  **(3 Points)** | **STEP 4**  **Evidence of solid reasoning with a correct answer.**  **(4 Points)** |
| **1**  **5.NBT.3a**  **5.NBT.3b** | The student correctly answers **0-1** of the six parts. | The student correctly answers **2-4** of the 6 parts. | The student correctly answers **5** of the six parts. | The student correctly answers **6** of the six parts. (See below.) |
| a. **(1)** > b. **(2)** > c. **(3)** < d. **(4)** < e. **(5)** = f. (**6)** < | | | |
| **2**  **5.NBT.1**  **5.NBT.2** | The student correctly answers **0-1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3** of the four parts. | The student correctly answers **4** of the four parts. (See below.) |
| **(1)** Models 8.88 on the place value chart  a. **(2)** Uses words, numbers, and model to explain why each digit has a different value.  b. **(3)** Finds product 88,800 and explains.  c. **(4)** Finds quotient of 888 and explains. | | | |
| **3**  **5.NBT.4**  **5.MD.1** | The student correctly answers **1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3** of the four parts. | The student correctly answers **4** of the four parts. (See below.) |
| 1. **(1, 2, 3)** 2.251 cm, 2.349 cm, 2.3955 cm.   b. **(4)** 2.3 x 102 = 0.023 m. | | | |
| **4**  **5.NBT.1**  **5.NBT.2**  **5.NBT.3**  **5.NBT.4** | The student correctly answers **0-1** of the seven parts. | The student correctly answers **2-4** of the seven parts. | The student correctly answers **5-6** of the seven parts. | The student correctly answers **7** of the seven parts. (See below.) |
| a. **(1)** 0.947 m, 0.97 m, 1.268 m, 1.5 m.  **(2)** 947 thousandths meters.  **(3)** 0.9 + 0.04 + 0.007 = 0.947 m.  b. **(4)** Rochester ≈ 1.0 m, Ithaca ≈ 0.9 m, Saratoga Springs ≈ 1.5 m, NYC ≈ 1.3 m.  c. **(5)** 126.8 m.  d. **(6)** 1.268 x 102 = 126.8.  **(7)** Explains how the digits have shifted position and why. | | | |

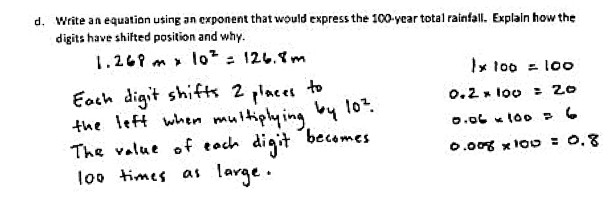
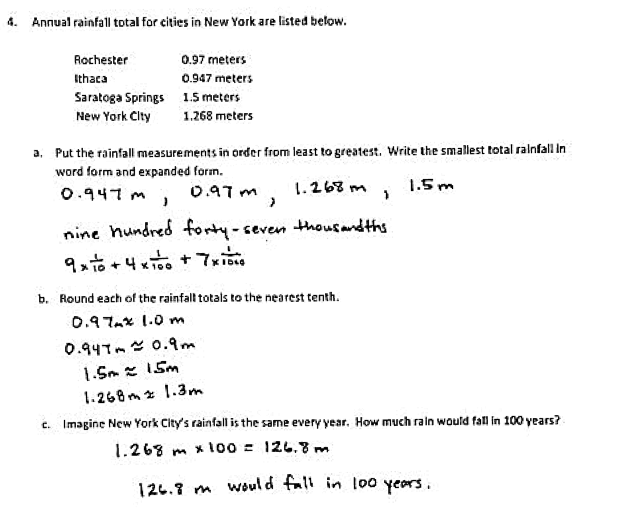
**Fifth Grade Module 1: Mid-Module Assessment Task Key**



**Fifth Grade Module 1: Mid-Module Assessment Task Key (continued)**



**Fifth Grade Module 1: Mid-Module Assessment Task Key (continued)**



**Fifth Grade Module 1: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1: End-of Module Assessment** | | | | | | | | | | | | | | | | |
|  | **Domain** | | | | | **Standards** | | | | | | | | | | | |
| Question | Number and Operations in Base-Ten | | | Measurement and Data | | 5.NBT.1 | | 5.NBT.2 | | 5.NBT.3a | | 5.NBT.3b | | 5.NBT.4 | | 5.NBT.7 | 5.MD.1 |
| 1 | 1 2 3 4 | | |  | | X | | X | |  | |  | |  | |  |  |
| 2 | 1 2 3 4 | | |  | |  | |  | |  | |  | |  | | X |  |
| 3 | 1 2 3 4 | | |  | |  | |  | | X | | X | |  | |  |  |
| 4a-c | 1 2 3 4 | | |  | | X | | X | | X | | X | | X | | X |  |
| 4d |  | | | 1 2 3 4 | |  | |  | |  | |  | |  | |  | X |
|  | | |  |  | |  |  | |  | |  | |  | |  | | | | |
| Domain  Score | Number and Operations in Base-Ten | | | Measurement and Data | |  | Note: For more information about standards assessed in this module, see back of this score sheet. | | | | | | | | | | | |
| Total Points |  | | | \* Consider less emphasis on this score in the grade book since it reflects only one item. | |  |
| Level | 4 | 14-16 points | | 4 | 4 points |  |
| 3 | 10-13 points | | 3 | 3 points |  |
| 2 | 6-9 points | | 2 | 2 points |  |
| 1 | 4-5 points | | 1 | 1 point |  |

Note: The lowest rubric score is 1. Therefore, any student scoring at level 1 for each assessment item will still be assigned 4 points. This translates to a score of 1 in the grade book.

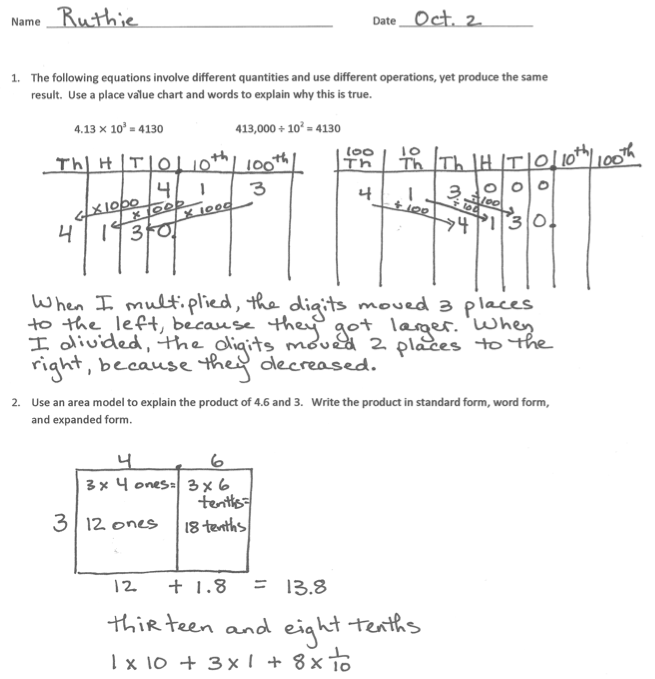
**Fifth Grade Module 1: End-of-Module Assessment Task Score Sheet**

|  |
| --- |
| Fifth Grade Module 1: End-of-Module Assessment Task (Topics A–F)  Clusters and Standards Addressed |
| Generalize place value understanding for multi-digit whole numbers.  5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.  **5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.  **5.NBT.3** Read, write, and compare decimals to thousandths.  a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).  b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.  5.NBT.4 Use place value understanding to round decimals to any place.  **Perform operations with multi-digit whole numbers and with decimals to hundredths.**  **5.NBT.7** Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.  **Convert like measurement units within a given measurement system.**  **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |

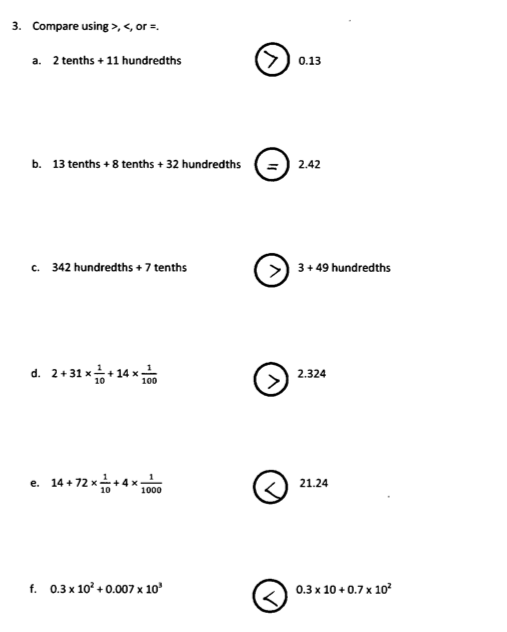
**Fifth Grade Module 1: End-of-Module Assessment Task Rubric**

| Fifth Grade Module 1 End-of-Module Assessment: A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 Point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 Points) |
| 1  5.NBT.1  5.NBT.2 | The student correctly answers **0** of the three parts. | The student correctly answers **1** of the three parts. | The student correctly answers **2** of the three parts. | The student correctly answers **3** of the three parts. (See below.) |
| **(1)** Draws place value mat showing movement of digits.  **(2)** Explains movement of units to the left for multiplication and **(3)** movement of units to the right for division. | | | |
| 2  5.NBT.7 | The student correctly answers **0-1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3** of the four parts. | The student correctly answers **4** of the four parts. (See below.) |
| **(1)** Draws an area model.  **(2)** Shows work to find product 13.8.  **(3)** Expresses product in both word and **(4)** expanded form. | | | |
| 3  5.NBT.3a  5.NBT.3b | The student correctly answers **0-1** of the six parts. | The student correctly answers **2-3** of the six parts. | The student correctly answers **4-5** of the six parts. | The student correctly answers **6** of the six parts. (See below.) |
| a. **(1)** > b. **(2)** = c. **(3)** > d. **(4)** > e. **(5)** < f. **(6)** < | | | |
| 4  5.NBT.1  5.NBT.2  5.NBT.3a  5.NBT.3b  5.NBT.4  5.NBT.7 | The student correctly answers **0-2** of the eight parts. | The student correctly answers **3-5** of the eight parts. | The student correctly answers **6-7** of the eight parts. | The student correctly answers **8** of the eight parts. |
| 1. **(1)** Estimates 10.357 g to 10.4 g; 12.062g to 12.1 g; and 7.506 as 7.5; **(2)** finds sum 30 g; **(3)** shows work or model. 2. **(4)** Finds sum29.925 g   **(5)** Finds difference 0.075 g.  Allow a different difference if the incorrect answer is obtained because of an error in part a.   1. **(6)** Finds quotient 5.985g and   **(7)** Explains strategy used.  d. **(8)** rounds 5.985g to 6g. | | | |

**Fifth Grade Module 1: End-of-Module Assessment Task Key**

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**Fifth Grade Module 1: End-of-Module Assessment Task Key (continued)**

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**Fifth Grade Module 1: End-of-Module Assessment Task Key (continued)**

